

Traits Rubric for K-2

Traits Rubric for Ideas: K-2

Key question: Does the writer engage the reader with fresh information or perspective on a focused topic?

| | Not proficient | | | Proficient | | |
|------------------------|---|--|---|---|--|---|
| | 1 Beginning | 2 Emerging | 3 Developing | 4 Capable | 5 Experienced | 6 Exceptional |
| | Does not communicate an idea through writing, drawing, or dictation | Attempts to present the idea, but it is vague and there is no support through writing or drawing, or support offered is not connected | Conveys the idea in writing in a general way (e.g., through a sentence), but support is lacking or not convincing | Presents a simple idea (e.g., a story, information, or opinion) with some details in writing | Conveys a rich, clear main idea (e.g., tells a story, provides information, or offers an opinion) using multiple sentences with supporting details | Conveys a clear, focused, and well-developed idea (e.g., through a story, information, or opinion) in writing that is fresh or original |
| A. Main idea | Uses scribbles or shapes that imitate letters; may write letters randomly; may dictate ideas or labels for pictures | Uses some recognizable letters or words; may include line forms that imitate text; drawing (if present) may be labeled but may not relate to writing | Tries to convey a simple experience or information about a topic using words, but meaning is not entirely clear; drawing (if present) may relate to writing | Conveys a clear idea (e.g., through a story, information, or opinion); drawing (if present) is appropriate to the topic | Conveys a focused main idea; drawing (if present) supports idea | Presents a focused, complete, and fresh or original idea; drawing (if present) enhances focus |
| B. Details and support | Presents drawing or writing that is lacking details | Provides one or more clues or details in a drawing but does not support main idea; presents no written details | Offers one or two simple details in writing but does not develop them sufficiently (e.g., provides lists without additional explanation); drawing (if present) may add details with limited connection to writing | Includes several written details and/or reasons supporting the idea; drawing (if present) relates to main idea | Features many specific written details and/or reasons that develop or support the idea; drawing (if present) provides additional detail | Uses specific, interesting, important details and/or reasons to develop or support ideas and demonstrate understanding; drawing (if present) adds meaning |

Traits Rubric for Organization: K-2

Key question: Does the organizational structure enhance the ideas and make them easier to understand?

| | Not proficient | | | Proficient | | |
|-------------------------------|---|--|--|--|---|--|
| | 1 Beginning | 2 Emerging | 3 Developing | 4 Capable | 5 Experienced | 6 Exceptional |
| | Has no obvious structure or organization | Appears to attempt a structure in writing or drawing, but it is incomplete or confusing | Begins developing a structure, but it is basic or confusing in places | Demonstrates a basic structure in writing that supports ideas; includes transitions in the structure | Uses a structure that flows well, with varied transitions and sound sequencing | Provides a structure that highlights the message, with rich and varied transitions and sequencing that enhances meaning |
| A. Beginning, middle, and end | Has no sense of beginning, middle, or end; drawings may appear random and/or disconnected | Shows a beginning sense of structure in writing or drawing, but it is incomplete or out of order | Begins developing a structure though organization is hard to follow; experiments with a beginning (e.g., "Once upon a time") and/or a middle; includes no clear ending except possibly "The End" | Includes a beginning, middle, and end, though they may not flow together smoothly or be entirely clear | Has a beginning, middle, and end that work together to communicate consistently; includes lead and concluding sentences | Has an inviting beginning, a middle with appropriate details, and a developed ending that is effective, interesting, or thoughtful |
| B. Transitions | Does not demonstrate ability to order or group words and/or drawings | Attempts to group like words and/or drawings; may attempt limited transitions | Includes limited transitions but relies primarily on simple words (e.g., so, and, then); drawing (if present) may attempt to link ideas | Uses often predictable transitions (e.g., linking and temporal words); drawing (if present) may link ideas | Uses frequently varied transitions to connect main ideas and details; drawing (if present) builds connections | Connects ideas in logical, interesting ways with a variety of transitions; drawing (if present) elaborates connections |
| C. Sequencing | Shows no sense of sequencing in writing or drawing | Has sequencing that seems random in writing and/or drawing | Includes attempts at sequencing in writing and/or drawing that are confusing or seem out of order | Uses logical sequencing that can be followed by reader in writing; drawing (if present) may also reflect logical sequencing or placement | Puts writing in an order that clarifies meaning; drawing (if present) also extends meaning | Uses organizational structure and sequencing to enhance or extend meaning and clarify main idea; drawing (if present) enhances meaning |
| D. Title (optional) | Has no title | Has an unrelated or confusing title | Includes a basic title such as The Dog, The Beach, which connects to the main idea | Creates a title that refers to the main idea | Develops an interesting title | Uses an original, insightful, or clever title |

Traits Rubric for Voice: K-2

Key question: Does the reader clearly hear this writer speaking in the piece?

| | Not proficient | | | Proficient | | |
|----------------------------------|---|---|--|--|--|--|
| | 1 Beginning | 2 Emerging | 3 Developing | 4 Capable | 5 Experienced | 6 Exceptional |
| | Does not suggest feeling, mood, or awareness of audience through writing or drawing | Has limited clues to feeling/mood in writing or drawing; contains few, if any, individual qualities and has limited audience awareness | Expresses predictable feeling/mood in writing and/or drawing; makes some attempt to connect with the reader | Begins to show individual expression in writing, including some awareness of the reader | Includes individual or unique expression; connects with reader | Engages reader fully and reflects the writer's unique personality |
| A. Feelings/mood | Expresses little or no feeling/mood | Offers hints of feeling/mood through words, phrases, and/or drawing, but is not clear | Expresses predictable feelings or personal opinions in writing and/or drawing, though may be repetitious | Conveys identifiable feelings or personal opinions in writing; drawing (if present) may support feelings or opinions | Features writing that is individual and expressive; drawing (if present) highlights individuality | Uses writing intentionally to display a variety of emotions; drawing (if present) enhances emotional appeal |
| B. Individual expression | Does not show personal expression through writing or drawing | Demonstrates emerging individual expression in writing and/or drawing, though it may lack personal connection to or interest in the topic | Contains some personal feelings or occasional point of view in writing or drawing | Expresses individual perspective and/or opinion in writing; drawing (if present) conveys individuality | Helps reader understand personal feelings or point of view, even if they are unpopular or controversial; drawing (if present) enhances personality | Takes risks that enhance meaning and commitment; conveys writer's unmistakably individual, highly original point of view and/or purpose; drawing (if present) heightens commitment |
| C. Engagement/audience awareness | Has unclear response to task in writing or drawing; shows no audience awareness in writing and/or drawing | Treats topic generically in writing or drawing; audience awareness appears unclear or accidental in writing and/or drawing | Attempts to connect with reader but is unsuccessful; may express a general awareness that writing/drawing will be seen by someone else | Connects with reader in some places; conveys awareness of reader; drawing (if present) supports connection | Connects with reader in an engaging treatment of topic; drawing (if present) enhances connection and/or engagement | Creates close connection with reader, demonstrating unique perspective on topic; shows a clear sense of audience throughout; drawing (if present) supports perspective |

Traits Rubric for Word Choice: K-2

Key question: Does the author's choice of words convey precise and compelling meaning and/or create a vivid picture for the reader?

| | Not proficient | | | Proficient | | |
|------------------------|--|---|---|---|--|--|
| | 1 Beginning | 2 Emerging | 3 Developing | 4 Capable | 5 Experienced | 6 Exceptional |
| | Makes inconsistent letter shapes; includes imitative writing or does not write at all | Begins to include a few words, but word choice is difficult to decode; vocabulary may rely on environmental print | Conveys topic through word groups and phrases with possible help from drawing; vocabulary is limited to known, safe words and may be repetitious | Uses words that stand on their own to convey message; uses basic vocabulary correctly; may attempt a few creative word choices | Has precise and/or vivid word choice; shows vocabulary is expanding through variety of words | Uses words that reflect thorough and deep understanding of topic and appeal fully to senses; includes colorful words and phrasing showing wide vocabulary |
| A. Word meaning | Uses drawings to stand in for words and phrases; writes letters inconsistently and in strings | Uses some decodable and simple, recognizable words; may attempt phrases and/or word patterns | Includes general or ordinary words, sometimes incorrectly; may attempt new or challenging words but they may not fit the message | Uses favorite and/or safe words correctly; experiments with more sophisticated words with some success | Uses everyday words well; often employs more precise and accurate words to create variety | Uses precise, accurate, fresh, or creative words and phrases throughout writing; demonstrates variety in word choice |
| B. Word quality | Uses no descriptive words | Settles for words or phrases that are comfortable or simple and are repetitive (e.g., names, letters, high-frequency words) | Uses fairly common words; has some limited success with attempts to use descriptive words to create images | Uses some descriptive words to provide details and to make the writing more vivid, or to create images | Creates multiple, vivid images in writing through descriptive language | Consistently produces vivid, detailed images that linger in the reader's mind; may use metaphors, similes, and/or other figurative language |
| C. Word usage | Copies environmental print or does not write at all; may use words that are displayed on the classroom walls (e.g., North, South), but writing does not make sense | Uses functional language and environmental print words correctly; may be repetitious | Relies on slang, safe, or simple words | Uses basic and common words to convey message, sometimes including more precise or accurate words | Demonstrates ability to choose words for accuracy and to fit specific purposes (e.g., synonyms, adjectives, adverbs, text type); if needed, uses domain-specific vocabulary, usually correctly | Consistently chooses rich, sophisticated language to enhance precision and accuracy; uses precise domain-specific language, when appropriate |

Traits Rubric for Sentence Fluency: K-2

Key question: Does the author control sentences so the piece flows smoothly when read aloud?

| | Not proficient | | | Proficient | | |
|--------------------------------|--|--|---|---|---|---|
| | 1 Beginning | 2 Emerging | 3 Developing | 4 Capable | 5 Experienced | 6 Exceptional |
| | Has no sentences or sentence parts (e.g., uses disconnected words) | Includes part of a sentence that is decodable (e.g., “Cus it is clu”); writing contains no sense of rhythm | Contains most of a single, decodable sentence (e.g., “Like bunne becuz ther riree Fas”); begins sentences in the same way, with choppy rhythm | Correctly uses simple sentence patterns but with little variety; may have mechanical rhythm | Employs multiple sentence patterns, including a variety of sentence beginnings; has rhythm that is fluid and easy to read aloud | Uses a variety of sentences that flow smoothly and are enjoyable to read aloud; includes sentence phrasing (e.g., dialogue, questions) to enhance meaning |
| A. Sentence structure | Shows writing that mimics letters and words; may string marks or letters across the page, moving left to right | Has short, phrase-like sentences, some of which are decodable | Uses simple sentences, usually correctly | Uses simple sentences correctly; may experiment with varied sentence patterns | Conveys simple and varied sentences effectively | Uses correct sentence structure that is varied throughout writing; is frequently creative |
| B. Sentence variety | Contains no sentences or sentence fragments | Uses short, repetitive patterns; has no sense of rhythm; may be incomplete or inappropriate in places | Begins sentences the same way, with few exceptions; uses sentences that are about the same length, resulting in chopiness | Varies sentence lengths and beginnings | Has a variety of sentence beginnings and lengths, which results in even rhythm and effective communication | Purposefully uses a variety of sentence beginnings and lengths to enhance and extend meaning |
| C. Connecting sentences | Is apparent that any transition words are accidental choices among other random words | May include some simple transitions (e.g., and, but) in partial sentences | Includes a few simple transitions that serve as links between phrases (e.g., and, then); has some repetition | Uses simple transitional words and/or phrases appropriately | Uses transitional words and/or phrases to improve readability | Uses varied transitional words and/or phrases smoothly and effectively to enhance rhythm and readability of writing |
| D. Sentence rhythms | Produces random words that cannot be read as writing | Features writing that sounds disjointed and awkward; piece is difficult to read aloud; has fragments that are difficult to string together | Is difficult to read aloud due to uneven sentence structure; is bogged down by repetitive writing | Has somewhat mechanical rhythm, though writing is easily read aloud | Incorporates rhythm and flow frequently that feels natural to read aloud | Uses natural rhythm and cadence to create a flow that is easy and pleasurable to read aloud |

Traits Rubric for Conventions: K-2

Key question: How much editing is required before the piece can be shared as a final product?

(Note: For the trait of Conventions, grade level matters. Expectations should be based on grade level and include only skills that have been taught.)

| | Not proficient | | | Proficient | | |
|-------------------|--|--|---|---|---|--|
| | 1 Beginning | 2 Emerging | 3 Developing | 4 Capable | 5 Experienced | 6 Exceptional |
| | Demonstrates little or no understanding of grade-level conventions | Has many types of convention errors scattered throughout text | Handles conventions well at times but makes errors that impair readability | Applies standard grade-level conventions (e.g., spelling, punctuation, capitalization and grammar) accurately on most occasions | Shows few errors with only minor editing needed to publish; may try more complex tasks in conventions | Uses conventions effortlessly without significant errors; may use conventions to creatively enhance message |
| A. Spelling | Uses letter strings (i.e., pre-phonetic) indicating gaps in knowing letter/sound relationships; has emerging print sense | Attempts phonetic spelling (e.g., MTR, UM, KD) that is mostly decodable; may include some simple words spelled correctly | Has spotty spelling of grade-level, high-frequency words; spells some high-frequency words correctly and uses phonetic spelling (e.g., MOSTR, HUMN, KLOSD) on less common words | Shows generally correct spelling of grade-level, high-frequency words; uses phonetic spelling on less frequent words (e.g., MONSTUR, HUMUN, CLOSED) | Usually spells grade-level, high-frequency words accurately; spells less frequent/difficult words logically with some correctly spelled | Spells nearly all words correctly, including grade-level, high-frequency words and more difficult words |
| B. Punctuation | Has no punctuation present | Attempts some random punctuation | Experiments with end punctuation (e.g., period, question mark, exclamation mark) | Has end punctuation that is usually correct | Uses end punctuation that is usually correct; attempts other punctuation, sometimes correctly (e.g., commas, colons, quotation marks) | Has end punctuation that is usually correct; often correctly uses advanced punctuation (e.g., commas in series, quotation marks); may use punctuation for style and effect |
| C. Capitalization | Contains no evidence that capital letters are for a particular purpose, if used at all | Uses upper and lower case letters inconsistently | Has inconsistent capitalization but shows signs of appropriate use (e.g., some starts of sentences, names, or titles) | Uses capitals at the beginnings of sentences and for some names and/or titles | Uses capitals at the beginning of sentences and fairly consistently for names, titles, and/or proper nouns | Uses capitals consistently for name, titles, and/or proper nouns, as well as sentence beginnings; may use creative capitalization (e.g., all upper case for emphasis) |
| D. Grammar/usage | Demonstrates no understanding of basic grammar | Uses some grammatical constructions | Attempts standard grammar, but effect is uneven, overly simplistic, or has many missing parts | Often uses noun/pronoun agreement, verb tenses, and subject/verb agreement correctly in simple constructions | Uses correct grammar nearly all the time | Shows consistent and correct use of grammar at grade-level expectations and frequently beyond |

Traits Rubric for Presentation: K-2

Key question: Is the finished piece easy to read, polished in presentation, and pleasing to the eye?

| | Not proficient | | | Proficient | | |
|--|--|--|--|---|---|---|
| | 1 Beginning | 2 Emerging | 3 Developing | 4 Capable | 5 Experienced | 6 Exceptional |
| | Strings letters or words together with no sense of spacing; uses drawings/graphics (if present) that may not support writing and are randomly placed | Begins to make letters, but they are randomly placed; drawings/graphics (if present) are not well connected to writing | Shows some discrepancies in letter shape; has mostly correct spacing of letters and words; drawings/graphics (if present) match writing and fit layout | Produces readable piece, with letters, words, and sentences properly spaced; drawings/graphics (if present) include pictures, charts, tables, graphs that are logically placed with writing | Is easy to read, with appropriate spacing; drawings/graphics (if present) connect to and support writing | Uses polished handwriting with all elements properly spaced and good use of white space; drawings/graphics (if present) are placed purposefully to enrich the text |
| A. Handwriting | Has no consistent shape to marks or letters; shows alphabetic understanding may be incomplete | Shapes some letters properly, but others are difficult to recognize or inaccurate | Shows inconsistencies in letter shape, but many letters are identifiable | Has consistent letter shape that makes most letters and words readable | Uses letters that are well formed and easy to read | Features handwriting that can be read easily, is attractive, and shows style |
| B. Spacing | Strings together letters and words without spacing or margins | Shows random attempts to use spacing between letters and words and incorporate margins on page | Has some letters and words that are readable; uses mostly correct spacing | Includes proper spacing for most letters, words, and sentences | Has words and sentences that are easy to read, appropriately spaced, and correct; indents first line of piece | Features words and sentences that are consistently and evenly spaced throughout; uses margins that frame the piece; consistently indents or blocks paragraphs (if used) |
| C. Drawings and graphics (optional) | Places drawings randomly on the page in a way that does not support print attempt | Positions drawings or graphics so that they break up the flow of writing and are distracting | Begins to place drawings or graphics to reflect topic and meaning of text | Places drawings or graphics logically | Uses drawings or graphics to improve connection to ideas | Places drawings or graphics creatively to effectively enhance meaning |